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By- Braden, Billy

A Pilot Follow-Up Study of High School Graduates for the Years 1961 and 1965 in the Twenty-three Counties of West Kentucky Having Counselors During 1964-1965. Final Report.

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The purpose of the pilot project was to initiate and implement a research activity that will: (1) obtain information about the persistence of high school graduates in college; (2) obtain information about high school graduates regarding their choice of jobs or occupations; (3) obtain the opinions of high school graduates concerning their high school programs and post-high school training and employment; (4) provide school counselors with information about their own graduates that can be used for the improvement of guidance programs; and (5) subject a questionnaire to testing prior to its use in a continuous program of statewide follow-up studies of Kentucky high school graduates. The questionnaire was sent to each of the 1961 and 1965 graduates from the participating high schools in 18 counties of western Kentucky. The 18 counties included 26 participating school districts. The districts consisted of a total of 31 participating high schools. In 1961, 19 (or 61.3%) of the participating high schools employed school counselors as compared to 1965, when all 31 (or 100%) participating schools employed counselors. The total number of respondents was 3,491. Responses to the questionnaire are presented in tabular form. (Author)

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FINAL REPORT
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A PILOT FOLLOW-UP STUDY OF HIGH SCHOOL GRADUATES FOR THE YEARS 1961 AND 1965 IN THE TWENTY-THREE COUNTIES OF WEST KENTUCKY HAVING COUNSELORS DURING 1964-1965

Billy Braden

Kentucky State Department of Education

Frankfort, Kentucky

June 1968

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A C K N O W L E D G M E N T

The proposal for this research was initiated by the West Kentucky Personnel and Guidance Association. Appreciation is expressed for the continued professionalism of the Association's membership in general and it's Research Committee in particular:

Mrs. Marie Young, Chairman

Mrs. Charlie Ledford, Member

Mrs. Ruby Gunn, Member

Dr. Edward Brunner, Principal Consultant

For his contribution in the preparation of this final report, appreciation is expressed to Dr. Ben Humphreys.

Finally, sincere gratitude is expressed to the administrators and local study coordinators of the participating schools without whose support and cooperation this research would not have been possible.

— Billy Braden

S U M M A R Y

The Problem

Obtaining specific information about the results of given education programs and supportive services in a predominantly rural, farming economy. With the information, counselors in the school involved can make more realistic choices of occupational information and guidance activities. The information can also be the foundation for an intelligent approach to curriculum development.

The Scope

A pilot study to field test a follow-up questionnaire (for possible use on a statewide basis): every high school graduate in the years 1961 and 1965 from the high schools of the eighteen (18) counties (five eligible counties did not participate) of west Kentucky in which there were school counselors during 1964-65 were sent a questionnaire pertinent to the study objectives.

The Objectives

The purpose of the pilot project was to initiate and implement a research activity that will: (1) obtain information about the persistence of high school graduates in college; (2) obtain information about high school graduates regarding their choice of jobs or occupations; (3) obtain the opinions of high school graduates concerning their high school programs and post-high school training and employment; (4) provide school counselors with information about their own graduates that can be used for the improvement of guidance programs; and (5) subject a questionnaire to testing prior to its use in a continuous program of statewide follow-up studies of Kentucky high school graduates.

S U M M A R Y

The Methods

Beginning two weeks after the initial mailing of the questionnaire, there were three attempts to locate non-responders: (1) reminder card; (2) questionnaire re-mailed; (3) counselor personal contact. The responses to items on the questionnaire were processed and tabulated as a total study (this report) and for individual schools by the Division of Computer Services of the Kentucky State Department of Education.

The Results

The questionnaire was sent to each of the 1961 and 1965 graduates from the participating high schools in eighteen (18) counties of west Kentucky. The eighteen (18) counties included twenty-six (26) participating school districts. The districts consisted of a total of thirty-one (31) participating high schools. In 1961, nineteen (19) (or 61.3%) of the participating high schools employed school counselors as compared to 1965 when all thirty-one (31) (or 100%) participating schools employed counselors.

A total of 3,491 responded of 7,602 graduates for a 45.9% of response. By year of graduation, 1,371 responded out of 3,735 for only 36.7% in 1961; and in 1965, respondents totaled 2,120 of 3,867 for 54.8%. A tabulation of responses to each item of the questionnaire appears in the Results Section of this report.

S U M M A R Y

The Findings

Some of the interesting findings obtained from the data gathered in the study were:

Among male graduates of 1965 who dropped out of college, 32.6% reported dropping out after one year or less; 48.5% dropped out with less than two years.

Most jobs were secured by applying directly or through a friend of relative and not from High School or employment service.

Less than 10% indicate college day or night programs were of benefit. Up to almost 30% indicate individual interviews with counselors were of benefit.

The design of the questionnaire was adequate in evoking the responses to meet the objectives of the study.

The Recommendations

Based on findings obtained, some of the recommendations for further action were:

The high college attrition rate should be considered in review of existing high school programs and supportive services.

When feasable, placement services for both in-school and out-of-school youth should be developed.

Provision for individual assistance in educational planning should be re-evaluated.

The Recommendations (Continued)

With ever-increasing guidance needs of in-school and out-of-school youth to be met, all available federal, state, and local resources should be utilized for strengthening programs of guidance. Some possibilities for strengthening are:

In-Service Training - of total staff to increase the awareness of guidance responsibilities and to update skills of counselors;

Counselor: Student Ratio - reduce to small ratios to make it possible for more individual and small group counseling;

Clerical Assistance - to release counselors for duties more in keeping with their specialized training;

Materials - provision of appropriate educational and occupational materials; and

Extended Employment - post-school period for service to recent graduates and pre-school period for planning programs.

As soon as financially feasable, initiate a state-wide follow-up study to provide answers to specific questions for comprehensive analyses of various school situations of critical concern at both State and local levels.

INTRODUCTION

Background for the Study

Since 1956 Kentucky school counselors have been using the results of annual studies of the graduates of Kentucky high schools published by the State Department of Education. This information has been an invaluable counseling aid. It has, however, limitations as a predictor of the activities of the graduates beyond the period of five months following graduation. (The data on May graduates for the report are compiled by the principals and sent to the Department of Education in October of the same year.)

These data often lead to an assumption that the enrolling of a large proportion (over 40%) of the graduates of a given high school in the first semester of college is in itself justification for the types of guidance services rendered and proof that the total high school curriculum is a success.

The counselors in the West Kentucky Personnel and Guidance Association did not wholly share this point of view. They strongly suspect that after the first year following graduation from high school less than 20% of the graduates are continuing in college. This means that after one year out of high school perhaps as many as 80% of the high school graduates may be engaged in activities having little or no relationship to the preparation program of the high school. Counselors have collected scattered bits of this kind of information in an informal way.

They know of some individual achievement, but would like to have a more broadly based body of information to use in the development of programs of guidance services related more realistically to student needs.

Background for the Study. (Continued)

The membership of the West Kentucky Personnel and Guidance Association as a unit decided to conduct a project which could produce the essential data. The Association agreed to ask two groups of graduates from West Kentucky high schools to help provide the information. The groups selected are (1) the members of the class of 1961, who will have been out of high school for at least six years, and (2) the members of the class of 1965, who will have been out of high school for at least two full years.

This study attempted to show the types of schooling and occupational activities selected groups oh high school graduates have been engaged in since leaving high school.

Related Studies

The survey of the literature brought to light the fact that relatively few studies of high school graduates have been published or had their findings made broadly available to educators. Many surveys were reported which dealt with the high school dropout.

Described below are several of the studies of graduates carried on during the past several years.

Flanagan (1) reported the results of the one-year follow-up studies of Project TALENT. (The whole of Project TALENT includes a larger number of high school students on which data have been collected than any single educational

Related Studies (Continued)

research activity to date.) In 1960, students in approximately five percent of the nation's four-year high schools (randomly selected) were administered specially designed tests and inventories. One year after each grade had graduated, the students were mailed a questionnaire for follow-up purposes. (The Project TALENT timetable is planned for 1, 5, 10, and 20 year periods of follow-up.) The study proposes to link career development with personality development of youth in hopes of gaining a fuller understanding of both. From the analysis of the data obtained, the investigators feel that a useful framework for guidance purposes will be evolved that can help students in decisions about careers. Interpretation of data received thus far has prompted the investigators to suggest: (1) a unique educational plan for each student that is periodically adjusted; (2) a merging of the curriculum and guidance functions of the school; and (3) the adoption of a pattern of systematic follow-up studies both by local units and a central agency. As more usable information becomes available to local school counselors through Project TALENT reports comparisons with local follow-up results can be made. This can enhance the value of both sets of data. One of the most intriguing developments of the study is the development of a trait made for institutions of higher education.

Perrella and Waldman (4) discussed the results of a 1965 resurvey of a sample of young men who graduated or dropped out of high school in 1963. Only men in the civilian noninstitutional population were surveyed or about 2.4 million

Related Studies (Continued)

young men. It was reported that slightly more than half of the individuals in the follow-up survey were graduates of high schools. In general, graduates fared better than dropouts in that a greater proportion of the graduates earned $100 or more a week in 1965 and were employed 50 weeks or more during 1964. Graduates also demonstrated a greater tendency to return to school or take formal job training than did the dropouts. The occupational patterns of graduates were not apparent because of the brief length of time they were out of school. This was also true of the dropouts.

Little (3) reported a follow-up study of 34,151 Wisconsin high school seniors conducted during 1957 and 1958. The journal article is a discussion of A State-Wide Inquiry into the Decisions of Youth About Education Beyond High School sponsored by the School of Education of the University of Wisconsin. Prior to graduation in 1957, the seniors were asked to indicate the plans they had for education beyond high school and circumstances influencing their plans. In the fall of 1957, an inquiry was sent to the parents of one in six graduates of each school in the study. Parents were asked to give their opinion about the worthwhileness of college education and to indicate the extent to which their youngsters had followed stated plans. Early in 1958 one in six of the topranking graduates not planning to go to college was sent in inquiry. These youth were asked to report their current activity, the extent of their satisfaction with prospects, and their plans for further schooling. The study was conducted for the purpose of determining the pupil charscteristics on which graduates planning to go to college differed most from

Related Studies (Continued)

those who planned no further schooling. The study was centered on graduates who had demonstrated superior scholastic promise.

Boys attending college emphasized college as a means for achieving immediate, practical, economic goals. The girls in college pointed toward the social values. Boys not attending college generally were interested in obtaining more education and training to aid in making occupational progress. Girls not attending college were not interested in additional education and were satisfied with their work.

The most significant study in Kentucky related to the current project that was conducted by the State Department of Education in Frankfort, Kentucky. This annual survey of Holding Power and Graduates (2) has been published each January since 1956. It is a compilation of the reports high school principals are required to send to the Department each October regarding the status of May graduates. The statistical data are of great value for making comparisons of post-high school education and training during the four month period following graduation.

The present study proposes to go beyond the described studies in that it will concentrate on a more homogeneous population and that it seeks information of more immediate, practical value to school counselors.

Limits of the Study

The study is limited to information about a population sampling (45.9%

Limits of the Study (Continued)

return from a population of 7,602) from a predominantly rural environment.

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(1) Flanagan, John C., and William W. Cooley. Project TALENT: One-Year Follow-Up Studies (Cooperative Research Project Number 2333), School of Education, University of Pittsburgh, 1966.

(2) Kentucky State Department of Education, Holding Power and Graduates. Annual Report. The Department. Frankfort, Kentucky, 1956-1965.

(3) Little, J. Kenneth. "The Wisconsin Study of High School Graduates", Educational Record. 40: 123-128. April, 1959.

(4) Perrella, Vera C., and Elizabeth Waldman. Out-of-School Youth - Two Years Later (Special Labor Force Report No. 71). United States Department of Labor. Washington, D.C., 1966.

M E T H O D S

A questionnaire was sent to each of the 1961 and 1965 graduates from high schools in the 18 counties (the original proposal was for 23 counties; however, five (5) did not participate for various reasons) of West Kentucky employing school counselors during the 1964-65 school year. These same high schools were currently (1967-68) employing school counselors.

The records available indicate that the 1961 graduates as specified above total 3,175 and that the 1965 graduates total 3,867. The counties included in the study were: Caldwell, Calloway, Christian, Crittenden, Daviess, Graves, Henderson, Hickman, Hopkins, Livingston, Logan, Lyon, Marshall, McCracken, McLean, Muhlenberg, Todd, Trigg.

Each high school included in the study was provided with the requisite number of cover letters, questionnaires, return envelopes, and postage equivalent to the number of graduates for the years 1961 and 1965. This first mailing was prepared by the local study coordinator (in most cases, counselors) and, when available, volunteer student assistants in each participating high school from the list of addresses previously developed. The return envelopes were addressed and stamped by these same workers and attached to the questionnaire.

Prior to the mailings local, regional, and statewide newspapers, upon request, published a news release describing the study and its importance. The newspapers published the release on the date of the mailing or day after in the case of dailies, and the issue preceding in the case of weeklies. Local radio and television stations, upon request, presented spot announcements during public service periods.

M E T H O D S

(continued)

The first mailing was scheduled for the first week of September, 1967. Two weeks later student (when possible) written postal cards were sent to all non-respondents as a reminder of the value of the information they can help provide. Parents and friends of graduates whose questionnaires were returned unopened were contacted by the local study coordinator and students to obtain more accurate addresses. Questionnaires were remailed with new addresses. A final follow-up mailing was made in the first week of October, 1967. All non-respondents were sent the complete questionnaire package. Whenever possible, local study coordinators made personal contact with non-respondents, not so contacted earlier, known to be living in the area.

The completed questionnaires were transferred to the computer center in the Division of Computer Services of the State Department of Education, Frankfort, Kentucky. The data were summarized question by question giving complete figures as to the numbered who answered the question and the number who did not. Answers were also tabulated according to sex and year of graduation. Each questionnaire was coded to make possible a tabulation of the answers separately by school.

The questionnaire (APPENDIX A) has been revised five times since the idea of a research project was proposed and accepted by the members of the West Kentucky Personnel and Guidance Association September 30, 1965.

M E T H O D S

(continued)

Each local study coordinator was returned the questionnaires completed by the graduates of his school and the tabulation made by Computer Services. The interpretation of these data was the obligation of local school personnel.

R E S U L T S

The questionnaire was sent to each of the 1961 and 1965 graduates from the participating high schools in 18 counties of west Kentucky. The 18 counties included 26 participating school districts. The districts consisted of a total of 31 participating high schools. In 1961, 19 (61.3%) of the participating high schools employed school counselors as compared to 1965 when all 31 (100%) participating schools employed counselors.

The respondents to the questionnaire for both years of graduation were as follows:

DESCRIPTION OF SAMPLE

Graduate Group	Number of Graduates	Number of Respondents	Percent of Response
1961 Graduates	3,735	1,371	36.7
1965 Graduates	3,867	2,120	54.8
Totals	7,602	3,491	45.9

Responses to each item of the questionnaire follow. Tabulation of the responses are expressed in percent equivalents for each sex for both years of graduation.

RESPONSES TO THE QUESTIONNAIRE

	1961 GRADUATES		1965 GRADUATES	
1. HAVE YOU ATTENDED COLLEGE SINCE LEAVING HIGH SCHOOL?	Males	Females	Males	Females
Yes, as a full-time student.	55.5	43.1	63.2	47.9
Yes, as a part-time student.	5.4	4.5	2.2	2.7
Yes, I entered but have temporarily dropped out.	7.4	6.4	7.8	7.9
No, but I plan to enter college eventually; I have no idea when.	6.9	5.6	10.3	7.2
No, and I have n o plans to do so.	23.8	39.0	15.5	32.8
No Response	1.0	1.4	1.0	1.5
	100.0%	100.0%	100.0%	100.0%
2. SINCE LEAVING HIGH SCHOOL HAVE YOU ATTENDED A SCHOOL OTHER THAN A COLLEGE?				
Yes, as a full-time student.	17.1	13.0	11.7	10.9
Yes, as a part-time student.	8.9	3.5	5.7	2.4
No, and I have no plans to do so.	55.4	69.8	64.5	72.1
No, but I plan to get some more non-college schooling.	13.0	8.6	10.9	9.3
No Response	5.6	5.1	7.2	5.3
	100.0%	100.0%	100.0%	100.0%

3. WHICH OF THE FOLLOWING KINDS OF SCHOOL DIPLOMA OR CERTIFICATE DO YOU PLAN TO OBTAIN?	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
No further schooling is planned.	20.3	41.0	8.6	29.4
A college diploma.	37.7	28.4	58.6	39.4
A junior college diploma or degree.	4.2	4.0	5.9	5.8
RN. (Registered Nursing Certificate).	.4	2.0	.2	4.1
Practical Nursing Certificate.	.3	2.0	.1	1.6
A business or certificate based upon apprenticeship training, on-the-job training, or technical or trade school.	15.6	8.0	16.2	10.8
Other.	13.8	7.4	6.5	5.3
No Response	7.7	7.2	3.9	3.6
	100.0%	100.0%	100.0%	100.0%

4. WHAT KIND OF SCHOOL HAVE YOU ATTENDED SINCE LEAVING HIGH SCHOOL? (mark as many as apply)				
None.	13.4	30.1	9.9	28.0
A college offering a bachelor's degree or higher.	43.8	36.3	47.5	38.4
A junior or community college.	12.6	13.0	18.6	14.9
A technical institute.	3.0	.5	3.4	.9
A school or nursing (3 yr. program).	—	1.9	—	1.5
A school of practical nursing.	.1	.9	.2	.7
A business school.	2.8	7.4	2.1	8.6
A trade school.	6.3	3.2	5.4	3.4
An armed forces enlisted school.	13.5	.3	9.8	.3
Other.	3.9	4.3	1.3	1.9
No Response	.6	2.1	1.8	1.4
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

5. Answer this question is you have never attended college. DID YOU WANT TO GO TO COLLEGE?	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
No, I wanted to earn money.	31.4	18.4	20.7	21.6
No, I wanted to get married.	2.9	31.6	6.8	26.7
No, I wanted to go into the military service at once.	12.3	.9	10.7	.4
No, I was interested in going to some other kind of school.	8.8	13.3	13.5	14.0
No, for some other reason than above.	5.4	4.7	7.2	4.4
Yes, but I couldn't afford it.	18.1	13.3	15.1	9.8
Yes, but I couldn't because of a family emergency.	1.0	1.6	1.2	1.1
Yes, but I couldn't because I was married.	6.4	7.3	2.8	7.2
Yes, but I wasn't qualified because I hadn't taken college preparatory courses required for admission.	1.5	.6	1.6	.9
Yes, but I didn't apply because my grades weren't high enough.	3.4	1.3	5.2	2.8
Yes, but I didn't go for some other reason.	2.9	2.9	7.6	6.3
No Response	5.9	4.1	7.6	4.8
	100.0%	100.0%	100.0%	100.0%

6. HOW MANY DIFFERENT FULL-TIME JOBS (35 hrs. per week) HAVE YOU HAD SINCE YOU LEFT HIGH SCHOOL? (Include summer jobs or other temporary jobs you had after leaving high school, if they were full time.)				
None.	3.2	11.7	8.4	18.5
One.	15.8	22.9	24.1	34.5
Two.	22.2	29.0	27.1	25.1
Three or more.	51.3	29.5	30.5	11.7
No Response	7.5	6.9	9.9	10.2
	100.0%	100.0%	100.0%	100.0%

7. HOW LONG DID IT TAKE YOU TO FIND THE FIRST FULL-TIME JOB YOU HAD SINCE HIGH SCHOOL?	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
I found it before I left high school.	31.3	13.9	35.9	16.1
Less than a week.	14.3	13.4	16.3	12.0
1 to 2 weeks.	12.3	9.4	11.0	9.7
2 to 4 weeks.	7.9	7.2	7.8	8.7
1 to 2 months.	4.2	7.2	4.8	7.6
2 to 4 months.	3.3	7.2	1.9	8.9
4 to 6 months.	1.6	3.7	1.6	5.6
Longer than 6 months.	13.4	25.1	7.3	15.4
No Response	11.7	12.9	13.4	16.0
	100.0%	100.0%	100.0%	100.0%

8. HOW DID YOU GET YOUR FIRST FULL TIME JOB?				
Through a friend or relative.	32.4	23.2	37.3	21.3
Through my high school.	1.2	2.4	2.3	3.0
Through another school.	2.1	3.2	1.3	4.6
Through a union or bargaining group.	.3	—	1.2	—
Through the U.S. Employment service.	2.1	5.1	2.7	5.5
Through another public employment service.	.9	1.9	.4	.8
Through a private employment agency.	.3	1.3	.1	.7
By answering an advertisement.	1.2	3.2	1.1	2.8
By applying directly to a person or company that might be hiring.	39.6	44.4	34.7	41.5
Other.	9.2	3.8	4.0	4.3
No Response	10.7	11.5	14.9	15.5
	100.0%	100.0%	100.0%	100.0%

9. WHAT WAS YOUR JOB CALLED?

	1961 GRADUATES		1965 GRADUATES	
	Males	Females	Males	Females
Professional, Technical, and Managerial.	18.7	16.1	11.5	6.8
Clerical and Sales.	19.3	41.2	21.1	43.3
Service.	12.0	15.6	12.4	14.6
Farming, Fishery, and Forestry.	5.1	—	5.4	.1
Processing.	2.1	.3	2.0	.7
Machine Trades.	4.5	1.4	6.5	1.7
Bench Work.	5.0	6.4	4.3	10.4
Structural .	11.5	2.6	14.8	6.4
Housewife.	—	.7	—	.3
Miscellaneous.	6.4	.8	8.5	1.5
No Response	15.4	14.9	13.5	14.2
	100.0%	100.0%	100.0%	100.0%

10. WHAT DID YOU DO ON THIS JOB? Please be specific.

The responses to this question were not tabulated. Due to infinite variations of alphabetic data, the responses were impossible to code.

RESPONSES TO THE QUESTIONNAIRE (Cont.)

11. DID YOU HAVE A PAID JOB IN FEBRUARY, 1967?	1961 GRADUATES		1965 GRADUATES	
	Males	Females	Males	Females
Yes, a full-time job (35 hrs. per week or more).	73.5	50.3	34.8	34.1
Yes, a part-time job (less than 35 hrs. per week).	6.0	4.8	13.7	11.9
No, but I was looking for a full-time job.	.8	1.4	1.7	2.3
No, but I was looking for a part-time job (I did not want a full-time job).	.1	.8	1.0	.9
No, I was going to school, and did not want a job.	8.1	2.5	30.8	26.6
No, I am a housewife and wasn't looking for any outside work.	.6	28.7	.3	9.7
No, I was not looking for a job for reasons other than those listed above.	2.6	3.7	4.4	3.0
No Response	8.3	7.8	13.3	11.5
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

Answer questions 12-14 ONLY if you had a full-time job in February, 1967. Otherwise skip to question 15.

12. WHAT IS (OR) WAS THE JOB CALLED?

	1961 GRADUATES		1965 GRADUATES	
	Males	Females	Males	Females
Professional, Technical, and Managerial.	35.3	36.2	11.7	6.5
Clerical and Sales.	15.8	33.3	15.1	45.1
Service.	14.0	6.5	25.3	10.0
Farming, Fishery, and Forestry.	2.4	—	2.6	—
Processing.	1.2	.5	1.6	.9
Machine Trades.	5.0	1.4	9.6	2.3
Bench Work.	4.3	6.0	3.4	11.1
Structural Work.	6.9	3.0	9.6	10.9
Housewife.	—	.4	—	.5
Miscellaneous.	4.3	—	5.0	—
No Response	10.8	12.7	16.1	12.7
	100.0%	100.0%	100.0%	100.0%

13. TELL WHAT YOU DO (OR DID) ON THIS JOB? Please be specific.

The responses to this question were not tabulated. Due to the infinite variations of alphabetic data, the responses were impossible to code.

Answer questions 12-14 ONLY if you had a full-time job in February, 1967. Otherwise skip to question 15.

14. HOW LONG DO YOU PLAN TO STAY IN THE SAME TYPE OF WORK?

	1961 GRADUATES		1965 GRADUATES	
	Males	Females	Males	Females
I plan to make it my career.	37.9	29.8	17.2	10.0
At present I have no plans to change.	25.4	34.7	17.7	37.5
Probably a few years.	12.2	13.3	16.1	16.4
I plan to change soon.	15.8	9.2	24.8	13.2
No Response	8.7	13.0	24.2	22.9
	100.0%	100.0%	100.0%	100.0%

15. WHAT OCCUPATION DO YOU EXPECT TO MAKE YOUR CAREER?

Professional, Technical, and Managerial.	45.8	26.2	50.4	36.1
Clerical and Sales.	9.2	11.3	5.8	14.0
Service.	5.4	4.2	2.4	3.1
Farming, Fishery, and Forestry.	2.6	—	1.8	—
Processing.	.8	.1	.5	—
Machine Trades.	1.5	.1	2.8	.3
Bench Work.	1.8	.3	1.5	.7
Structural Work.	3.8	.1	3.1	.9
Housewife.	—	25.6	—	15.6
Miscellaneous.	1.5	.4	1.2	.4
No Response	27.6	31.7	30.5	28.9
	100.0%	100.0%	100.0%	100.0%

15a. OF WHICH OF THE FOLLOWING ARE YOU NOW A MEMBER?	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
Air Force Reserve.	2.3	—	1.4	—
Army Reserve.	10.0	—	3.1	—
Naval Reserve.	1.3	.1	1.5	—
Marine Corps Reserve.	1.1	—	.3	—
Coast Guard Reserve.	—	—	.1	—
Air National Guard.	1.6	—	.7	—
Air ROTC.	—	—	.7	—
Army ROTC.	.6	—	4.7	—
Naval ROTC.	.1	—	—	—
None of the above.	73.0	76.6	70.4	72.1
No Response	10.0	23.3	17.1	27.9
	100.0%	100.0%	100.0%	100.0%

15b. ARE YOU NOW ON ACTIVE DUTY IN THE MILITARY SERVICE?				
Yes, Air Force.	2.6	.1	5.2	.2
Yes, Army.	7.4	.1	5.9	.3
Yes, Navy.	1.8	.1	4.6	.1
Yes, Marine Corp.	.8	—	1.4	.2
Yes, Coast Guard.	.3	—	—	—
No, but I have been on active duty.	21.1	.3	5.7	.2
No, but I expect to enlist voluntarily.	4.1	—	11.8	.3
No, and I do not expect to be.	50.9	73.7	48.9	70.5
No Response	11.0	25.7	16.5	28.2
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

16. WHAT DO YOU WISH YOU HAD DONE DIFFERENTLY IN HIGH SCHOOL?	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
I wish I had studies more.	54.5	55.4	49.8	53.3
I wish I had taken more college preparatory courses.	14.8	10.9	16.4	13.2
I wish I had taken more vocational work.	6.6	7.5	5.7	7.2
I wish I had more social life.	6.0	7.3	9.5	7.2
Other.	10.9	10.9	9.6	11.3
No Response	7.2	8.0	9.0	7.8
	100.0%	100.0%	100.0%	100.0%

17. WHAT GUIDANCE SERVICES WERE OF BENEFIT TO YOU?
Mark as many as apply.

Career Day (night) Programs.	13.0	15.7	11.7	15.3
College Day (night) Programs.	8.9	8.0	9.3	6.7
College Campus Visitation.	17.7	16.5	13.2	13.3
Orientation Day Activities.	5.3	6.7	7.6	6.7
Field Trips to industry or occupations.	15.8	10.1	11.0	11.1
Individual interviews with school counselor.	17.4	18.1	28.4	27.6
Meeting with the counselor as a member of small (6 or fewer) groups.	4.2	4.6	5.9	7.6
No Response	17.7	20.3	12.9	11.7
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

18. WHAT OPINION DO YOU HAVE OF THE STANDARDIZED TESTS THAT YOU TOOK IN SCHOOL? Mark as many as apply.	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
The tests were of no apparent value to me.	18.4	16.2	12.6	14.2
A good way to break up the school routine.	5.5	4.1	7.1	4.9
The expereince helped me take other tests.	40.2	40.4	39.3	40.9
The tests helped me learn more about myself.	26.5	31.5	31.4	33.6
Other.	5.9	3.8	5.4	4.0
No Response	3.5	4.0	4.2	2.4
	100.0%	100.0%	100.0%	100.0%

19. IN REGARD TO YOUR JOB OR CAREER, WHICH ONE OF THE FOLLOWING SCHOOL SUBJECTS HAS BEEN OF MOST BENEFIT TO YOU? Please mark only one.				
Agriculture.	6.8	—	4.9	—
Business	12.7	27.1	9.8	22.5
English (also includes speech and journalism).	17.8	29.1	19.1	27.2
Fine arts (art, drama).	.6	.8	1.0	.9
Foreign Language.	.6	.6	1.5	2.2
Home Economics.	—	17.4	.1	14.9
Mathematics.	5.4	.3	6.7	.1
Industrial Arts.	29.3	9.2	24.0	10.4
Music.	.9	1.7	1.4	1.6
Physical Education.	3.9	1.1	3.5	1.1
Science.	9.7	4.7	11.5	6.1
Social Studies (includes psychology and geography).	6.6	4.4	8.3	7.1
Other.	2.1	.8	2.6	2.3
No Response	3.6	2.8	5.6	3.6
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

20. IN REGARD TO YOUR JOB OR CAREER, WHICH ONE OF THE FOLLOWING SCHOOL SUBJECTS HAS BEEN OF NEXT MOST BENEFIT TO YOU? Please mark only one.	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
Agriculture.	5.1	.1	3.3	.1
Business.	8.0	17.7	8.6	14.3
English (also includes speech and journalism).	18.6	27.5	16.1	30.0
Fine arts (art, drama).	.6	1.4	1.3	1.2
Foreign Language.	.9	1.8	2.3	3.1
Home Economics.	.8	11.2	.2	9.2
Industrial Arts.	4.1	.1	5.0	.2
Mathematics.	25.2	14.7	23.9	14.9
Music.	1.0	2.3	1.1	2.2
Physical Education.	4.1	2.7	4.9	1.6
Science.	12.4	4.8	14.2	5.8
Social Studies (also includes psychology and geography)	10.5	8.8	7.5	9.9
Other.	1.8	1.0	2.2	1.0
No Response	6.9	5.9	9.4	6.5
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

21. IN REGARD TO SCHOOLING AFTER GRADUATION FROM HIGH SCHOOL, WHICH ONE OF THE FOLLOWING SUBJECTS HAS BEEN OF MOST BENEFIT TO YOU?	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
Agriculture.	4.7	.1	3.8	—
Business.	11.6	19.1	13.5	19.9
English (also includes speech and journalism).	15.5	20.3	16.6	20.9
Fine arts (art, drama).	.5	1.0	.9	1.6
Foreign Language.	1.2	.8	1.1	1.6
Home Economics.	.2	11.2	.2	7.2
Industrial Arts.	3.6	.1	4.5	.1
Mathematics.	24.1	5.6	22.6	6.3
Music.	1.7	.8	1.9	2.2
Physical Education.	3.3	1.3	2.3	1.6
Science.	10.7	6.6	11.7	8.1
Social Studies (also includes psychology and geography).	6.3	5.6	7.2	6.5
Other.	4.4	4.2	4.5	5.1
No Response	12.2	23.3	9.2	18.9
	100.0%	100.0%	100.0%	100.0%

22. IN REGARD TO YOUR SCHOOLING AFTER GRADUATION, FROM HIGH SCHOOL, WHICH ONE OF THE FOLLOWING SUBJECTS HAS BEEN OF NEXT MOST BENEFIT TO YOU?	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
Agriculture.	2.9	—	2.5	—
Business.	6.8	9.3	8.1	9.5
English (also includes speech and journalism).	17.9	20.3	14.8	20.0
Fine Arts (art, drama)	.6	1.4	1.0	1.6
Foreign Language.	.9	2.3	1.5	2.8
Home Economics.	.3	6.1	—	5.3
Industrial Arts.	2.9	.1	3.0	.2
Mathematics.	17.5	8.5	18.5	10.0
Music.	.3	1.6	.9	1.1
Physical Education.	3.2	1.8	3.1	1.0
Science.	11.0	6.2	12.7	4.8
Social Science (also includes psychology and geography).	9.9	7.8	10.3	9.6
Other.	3.6	2.8	2.6	4.0
No Response.	22.2	31.8	21.0	30.1
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

23. WHICH OF THE FOLLOWING EXPERIENCES DO YOU WISH HAD BEEN AVAILABLE TO YOU IN HIGH SCHOOL?	1961 GRADUATES		1965 GRADUATES	
	Males	Females	Males	Females
Club membership.	2.8	1.4	3.4	1.7
Instruction in how to study for each subject.	20.7	23.6	19.2	21.1
Participation in joint school-community activities.	5.9	8.2	6.5	8.5
Part-time employment.	4.3	8.6	5.9	9.7
Personal help in planning for college.	19.1	14.6	20.8	15.0
Personal help in planning for high school.	7.5	6.9	4.9	5.4
Personal help in making job choices.	7.6	7.7	7.1	7.6
Instruction in how to use the library.	5.8	6.6	5.1	5.3
Participating in work-study program ($\frac{1}{2}$ time in school, $\frac{1}{2}$ time on job).	10.8	9.7	8.2	10.3
Other.	5.3	2.8	5.5	3.7
No Response	10.2	9.9	13.4	11.7
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

24. FILL IN THE NAME AND LOCATION OF THE COLLEGE OR UNIVERSITY YOU ARE ATTENDING OR THE LAST ONE YOU ATTENDED.	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
Austin Peay University.	3.2	3.2	2.6	1.7
Murray State University.	18.8	19.3	19.6	19.5
Western Kentucky University.	12.7	9.2	12.6	12.7
Paducah Junior College.	4.6	3.8	7.0	5.0
University of Kentucky and Community colleges.	10.4	3.4	16.8	10.5
Kentucky Wesleyan College.	1.8	1.9	2.2	3.7
Brescia College.	1.2	1.5	1.8	.9
University of Louisville.	2.4	.2	.1	.1
Vanderbilt University.	.4	.2	.5	.1
Campbellsville College.	—	—	.1	.1
Kentucky State College.	.2	.4	.3	1.0
Other Kentucky colleges and universities.	3.6	9.6	4.9	8.3
Other Tennessee colleges and universities.	3.5	4.7	5.3	4.0
Missouri colleges and universities.	1.0	.9	.5	.1
Illinois colleges and universities.	.2	.6	.1	.4
Other out of state colleges and universities.	15.6	9.4	7.5	5.2
No Response	20.4	31.7	18.1	26.7
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

25. APPROXIMATELY HOW FAR IS THE COLLEGE FROM YOUR HOME TOWN? (In miles)	1961 GRADUATES		1965 GRADUATES	
	Males	Females	Males	Females
1 - 25	11.4	10.3	12.7	12.4
26 - 50	12.7	11.5	11.7	11.0
51 - 75	10.4	10.0	11.3	11.7
76 - 100	5.0	5.6	5.8	4.7
101 - 125	3.4	4.3	1.9	2.3
126 - 150	4.2	3.8	4.0	4.6
151 - 175	1.0	.6	1.3	.7
176 - 200	3.4	1.5	4.9	3.3
201 - 225	2.4	1.3	5.7	2.1
226 - 250	3.0	2.4	3.2	1.6
251 - 275	1.4	.2	1.7	1.1
276 - 300	2.4	.9	1.3	.6
301 - 325	1.0	.4	.3	.1
326 - 350	.2	.4	.1	.7
351 - 375	.8	1.1	.5	.2
376 - 400	3.6	3.6	2.9	2.1
Over 400	4.4	—	1.4	.9
No Response	29.3	42.1	29.3	39.9
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

26. AS OF JUNE 1967 HOW MANY COLLEGE CREDITS DID YOU HAVE? (The tabulations are computed in years of college credit.)	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
Under one year.	29.1	30.3	29.9	28.9
One.	7.6	9.0	38.2	26.1
Two.	7.8	4.7	24.2	27.4
Three.	5.6	5.6	.2	.9
Four.	28.5	28.6	.2	.2
Five.	9.4	2.8	—	—
Six.	1.6	.6	—	—
Seven.	.6	—	—	—
Eight and over.	.6	—	—	—
No Response	9.2	18.4	7.3	16.5
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

27. WHICH ONE OF THE FOLLOWING AREAS IS YOUR COLLEGE MAJOR?	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
Mathematics.	5.6	3.2	5.5	2.7
Physical Education.	4.9	1.3	4.3	1.0
Biological Sciences.	7.0	2.6	4.3	2.7
Social Sciences.	5.8	5.3	7.4	4.2
English and Literature.	2.6	7.3	3.9	7.7
Foreign Language.	.4	1.7	.3	1.5
Art.	1.0	1.3	1.0	2.6
Music.	1.8	1.5	3.0	2.6
Psychology.	2.0	1.9	2.5	2.6
Philosophy.	.2	—	.1	—
Religion.	1.6	.2	..6	—
Elementary Education.	1.8	16.5	1.4	12.3
Engineering.	8.6	—	9.9	.1
Business and Commerce.	20.4	16.7	19.7	14.6
Agriculture and Forestry.	5.6	—	3.5	.1
Home Economics.	—	5.7	—	4.1
Some Other.	9.0	3.2	8.6	9.6
No Response	21.7	31.6	24.0	31.6
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

28. WHICH OF THE FOLLOWING DEGREES HAVE YOU EARNED OR PLAN TO EARN?	1961 GRADUATES		1965 GRADUATES	
	Males	Females	Males	Females
None.	14.6	22.6	9.9	19.4
A.A.	1.8	2.6	1.6	3.5
B.A. or B.S.	41.4	38.2	45.0	37.9
M.A. or M.S.	19.0	15.7	19.5	15.3
Ph.D. or Ed.D.	5.5	1.2	5.4	1.6
L.L.B.	1.1	—	2.0	—
M.D.	1.2	—	2.5	.2
D.D.S.	.9	—	.2	.1
Other.	5.1	3.3	4.0	5.1
No Response	9.4	16.4	9.9	16.9
	100.0%	100.0%	100.0%	100.0%

29. HAVE YOU MET OR PLAN TO MEET THE REQUIREMENTS OF A TEACHING CERTIFICATE?				
Yes.	30.1	46.0	25.9	43.8
No.	56.3	31.4	59.4	35.2
No Response	13.6	22.6	14.7	21.0
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

30. WHAT IS THE MAIN REASON YOU WENT TO COLLEGE?	1961 GRADUATES		1965 GRADUATES	
	Males	Females	Males	Females
College graduates make more money.	22.4	8.1	26.2	11.1
The career I want to go into requires a college education.	39.1	36.1	45.1	45.2
To make good personal contacts for business or an occupation.	2.8	1.5	2.3	2.6
Because most of my friends do.	1.4	.4	.4	.7
For social reasons.	.4	.2	.4	.4
Because I enjoy learning.	5.8	15.0	4.2	6.9
To get into intercollegiate athletics.	1.8	—	.5	—
Because my parents wanted me to.	5.0	3.4	2.0	2.6
No special reason.	2.6	4.3	2.2	3.6
Other.	3.5	5.8	3.6	4.7
No Response	15.2	25.2	13.1	22.2
	100.0%	100.0%	100.0%	100.0%

31. ARE YOU STILL IN COLLEGE?				
Yes.	29.3	11.3	70.1	54.3
No.	57.7	65.8	18.6	26.4
No Response	13.0	22.9	11.3	19.3
	100.0%	100.0%	100.0%	100.0%

RESPONSES TO THE QUESTIONNAIRE (Cont.)

Answer questions 32 and 33 ONLY if you dropped out of college.

32. WHAT WAS YOUR MAIN REASON FOR DROPPING OUT OF COLLEGE?	1961 GRADUATES Males	1961 GRADUATES Females	1965 GRADUATES Males	1965 GRADUATES Females
I was offered a good job.	5.3	5.3	1.5	4.1
I became homesick.	—	1.5	—	.5
I didn't enjoy the social life.	—	—	—	—
I got married.	10.5	14.5	4.5	13.5
College was boring.	1.0	.8	6.8	.5
I had to work too hard.	—	—	—	—
I was afraid I was going to fail.	1.0	.8	3.0	1.8
I failed.	2.1	—	7.6	2.3
Financial difficulties.	13.8	2.3	6.8	5.4
I became ill.	1.0	1.5	1.5	1.3
Family emergency.	1.0	.8	.8	1.3
Some other reason.	12.6	3.1	10.6	5.4
No Response	51.7	69.4	56.9	63.9
	100.0%	100.0%	100.0%	100.0%

33. HOW LONG DID YOU ATTEND COLLEGE BEFORE DROPPING OUT?				
Less than one year.	12.6	9.2	19.7	12.6
One year.	10.5	6.9	12.9	9.4
More than one year, less than two.	7.4	4.6	15.9	8.1
Two years.	8.4	6.1	3.8	5.9
More than two years, less than three.	3.2	3.0	—	1.4
Three years.	2.1	.8	—	—
More than three years, less than four.	5.3	.8	—	—
Other.	—	.8	.7	—
No Response.	50.5	67.8	47.0	62.6
	100.0%	100.0%	100.0%	100.0%

F I N D I N G S

Some of the findings most relevant to the study objectives are listed below by respective objective.

STUDY OBJECTIVE I: To obtain information about the persistence of high school graduates in college.

- Over half of the students who dropped out did not respond to the questions inquiring as to "why" and when".

- Among male graduates of 1965 who dropped out of college, 32.6% reported dropping out after one year or less; 48.5% dropped out with less than two years.

- Among 1965 female graduates, 22% dropped out after one year or less; with less than two years, 30.1% dropped out. The reasons given for dropping out by both graduating classes appear to be similiar.

- Both classes report the main reason for going to college was that the career desired requires college training; next in importance was the fact that college graduates earn more money.

- Approximately 40% of both classes report to have earned or plan to earn bacculaureate degrees.

- Between 1961 and 1965 there was a 7.7% increase in students attending college full time among the male graduates and 6.8% among the females. Part-time students dropped 3.2% in males and 1.8% in females. Therefore, the total difference in attending full and part-time between 1961 and 1965 was 4.5% for males and 3.6% for females.

STUDY OBJECTIVE II: To obtain the opinions of high school graduates regarding their choice of jobs or occupations.

- For both classes, most of the graduates' first full-time jobs were in Clerical and Sales.

- In February, 1967, most of the class of 1961 were employed in Professional, Technical, and Managerial jobs; while from the class of 1965, most of the males were in Service occupations and the females were employed in Clerical and Sales.

F I N D I N G S

STUDY OBJECTIVE II (Continued)

- Most graduates in both classes reported to expect to make their career in Professional, Technical, and Managerial occupations.

- Of the 1961 male graduates 51.3% reported having had three (3) or more different full-time jobs.

- Class of 1961 graduates responded to indicate a job change every two years.

- Most graduates (36% of 1965 male graduates) found jobs before leaving high school; most of the reaminder found jobs in less than a week.

- Most jobs were secured by applying directly or through a friend or relative and not from High School or employment service.

STUDY OBJECTIVE III: To obtain the opinions of high school graduates concerning their high school programs and post-high school training and employment.

- In regard to their job or career, the male graduates reported the following high school subjects to be of most benefit to them:

	Male Graduates	
	1961	1965
Industrial Arts	29.3	24.0
English	17.8	19.1
Business	12.7	9.8

- In regard to their job or career, the female graduates reported the following high school subjects to be of most benefit to them:

	Female Graduates	
	1961	1965
English	29.1	27.2
Business	27.1	22.5
Home Economics	17.4	14.9

- In regard to schooling after graduation from high school, the male graduates reported the following subjects to have been of most benefit to them:

	Male Graduates	
	1961	1965
Mathematics	24.1	22.6
English	15.5	16.6
Business	11.6	13.5
Science	10.7	11.7

- In regard to schooling after graduation from high school, the female graduates reported the following subjects to have been the most benefit to them:

	Female Graduates	
	1961	1965
English	20.3	20.9
Business	19.1	19.9
Home Economics	11.2	7.2
Science	6.6	8.1

F I N D I N G S

STUDY OBJECTIVE III (Continued)

— Of the experiences the graduates wished had been available, in high school, these were the top four (4):

Instruction in how to study for each subject	20.7	23.6	19.2	21.1
Personal help in planning for college	19.1	14.6	20.8	15.0
Participating in work-study program ($\frac{1}{2}$ time in school, $\frac{1}{2}$ time on job)	10.8	9.7	8.2	10.3
Personal help in making job choices	7.6	7.7	7.1	7.6

STUDY OBJECTIVE IV: To provide school counselors with information concerning their own graduates that can be used for the improvement of guidance programs.

— Only 7% wished personal help in making job choices had been available. Approximately 1/5 wished instructions in how to study for each subject had been available.

— Less than 10% indicate college day or night programs were of benefit. Up to almost 30% indicate individual interviews with counselors were of benefit.

— Only approximately 15% of the graduates who did not attend reported they could not afford college and only 13% expressed an interest in going to some other type of school.

— Only approximately 1/3 reported that tests helped "me to learn more about myself."

— A total of 84% of the students attended a college within the State.

— Half of the respondents attended college within less than 150 miles; 25% less than 50 miles.

STUDY OBJECTIVE V: To subject a questionnaire to testing prior to its use in a continuous program of statewide follow-up studies of Kentucky High School graduates.

— The design of the questionnaire was adequate in evoking the responses to meet the objectives of the study.

— Two (2) questionnaire items (No. 10 and 13) were not appropriate for automatic data processing (i.e., "What did you do on this job?"

STUDY OBJECTIVE V (Continued)

- The incident of "No Response" to many items seems unreasonably high.

- Some items contained ambuguity which made it difficult to interpret results (e.g., " . . . degrees you have earned or plan to earn?").

CONCLUSIONS

STUDY OBJECTIVE I: To obtain information about the persistence of high school graduates in college.

Of the less than half of college dropouts responding:

- Nearly 1/3 of the males dropped out after one year; almost 1/2 in two years.
- About 1/5 of the females dropped out after one year; almost 1/3 after two years.
- Dropout rate does not seemed to have increased appreciably from 1961 to 1965.
- Decision to attend college seems to be based on the belief that career and income desired require this.
- There has not been a large increase (4.5%) in attendance of college between 1961 and 1965.

STUDY OBJECTIVE II: To obtain the opinions of high school graduates regarding their choice of jobs or occupations.

- A pattern of changing jobs every two years is emerging.
- Many graduates do not seem to recognize the need of help for entry into or retention of job.
- Apparently many high schools are not yet able to provide the placement service.

STUDY OBJECTIVE III: To obtain the opinions of high school graduates concerning their high school programs and post-high school training and employment.

- Both male and female graduates indicated English and Business high school courses to be among the top three of most important in regard to their job or career.
- In regard to schooling after graduation, both males and females reported English, business, and science courses among the top four.
- Most graduates of both classes reported wishing "how to study " and "help in college planning" expereinces had been available.

CONCLUSIONS

STUDY OBJECTIVE IV: To provide school counselors with information concerning their own graduates that can be used for the improvement of guidance programs.

- Lack of finances tends to be decreasing as a reason for not attending college.

- Value of college day or night programs should be re-assessed.

- Graduates tend not to understand purpose and value of tests.

STUDY OBJECTIVE V: To subject a questionnaire to testing prior to its use in a continuous program of statewide follow-up studies of Kentucky High School graduates.

- The questionnaire will require modifications in design some of which are:

  (a) revision of items to insure all are processable by automatic equipment;

  (b) review of items in an effort to be as concise and precise as possible;

  (c) re-structure sequence of parts to move from the general to the specific in order to avoid bias; and

  (d) review of all items in an effort to eliminate ambiguous, evaluative, and threatening material.

RECOMMENDATIONS

STUDY OBJECTIVE I: To obtain information about the persistence of high school graduates in college.

—Individuals should be provided with all available relevant information about self for making educational and occupational plans.

—The high attrition rate in college should be considered in evaluation of existing high school programs and supportive services.

—Because the graduates self report not anticipating finishing college, possibly consideration should be given to the dissemination of more information about post-high school training other than college.

STUDY OBJECTIVE II: To obtain the opinions of high school graduates regarding their choice of jobs or occupations.

— When feasable, placement services for both in-school and out-of-school youth should be developed.

STUDY OBJECTIVE III: To obtain the opinions of high school graduates concerning their high school programs and post-high school training and employment.

— Consideration should be given to inclusion of "how to study" units in each curriculum area.

— Provision for individual assistance in educational planning should be re-evaluated.

STUDY OBJECTIVE IV: To provide school counselors with information concerning their own graduates that can be used for the improvement of guidance programs.

— With ever-increasing guidance needs of in-school and out-of-school youth to be met, all available federal, state, and local resources should be utilized for strengthening programs of guidance services. Some possibilities for strengthening programs are:

— In-Service Training - of total staff to increase the awareness of guidance responsibilities and to update skills of counselors.

— Clerical Assistance - to release counselors for duties more in keeping with their specialized training;

RECOMMENDATIONS

STUDY OBJECTIVE IV (Continued)

- Counselor:Student Ratio - smaller loads to make it possible for individual counseling and small group counseling;

- Materials - appropriate educational and occupational materials; and

- Extended Employment - post-school period for service to recent graduates and pre-school period for planning programs.

STUDY OBJECTIVE V: To subject a questionnaire to testing prior to its use in a continuous program of statewide follow-up studies of Kentucky High School graduates.

- As soon as financially feasable, initiate a state-wide follow-up study to provide answers to specific questions for comprehensive analyses of various school situations of critical concern at both state and local levels.

A P P E N D I X A.

The Questionnaire.

FOLLOW-UP STUDY OF HIGH SCHOOL GRADUATES

NOTE: YOU CAN PROBABLY FILL OUT THIS FORM IN ABOUT 10 MINUTES.

YOUR NAME _____ (LAST) _____ (FIRST) _____ (MIDDLE INITIAL)

YEAR OF HIGH SCHOOL GRADUATION _____ 1964 OR _____ 1965 YOUR SEX _____ MALE OR _____ FEMALE

ADDRESS _____

DATE OF BIRTH _____ (MONTH) _____ (DAY) _____ (YEAR) TODAY'S DATE _____ (MONTH) _____ (DAY) _____ (YEAR)

DIRECTIONS

PLEASE BE SURE TO ANSWER EVERY QUESTION BELOW. MOST OF THE QUESTIONS CAN BE ANSWERED BY JUST MARKING AN X IN THE LINE TO THE LEFT OF THE ANSWER YOU CHOOSE. DO NOT SKIP ANY QUESTIONS. MARK ONLY ONE ANSWER TO EACH QUESTION EXCEPT WHERE INSTRUCTED TO MARK MORE THAN ONE.

PART I
EDUCATION

1. HAVE YOU ATTENDED COLLEGE SINCE LEAVING HIGH SCHOOL?

   A.__ YES, AS A FULL-TIME STUDENT.
   B.__ YES, AS A PART-TIME STUDENT.
   C.__ YES, I ENTERED BUT HAVE TEMPORARILY DROPPED OUT.
   D.__ NO, BUT I PLAN TO ENTER COLLEGE EVENTUALLY; I HAVE NO IDEA WHEN.
   E.__ NO, AND I HAVE NO PLANS TO DO SO.

2. SINCE LEAVING HIGH SCHOOL HAVE YOU ATTENDED A SCHOOL OTHER THAN A COLLEGE?

   A.__ YES, AS A FULL-TIME STUDENT
   B.__ YES, AS A PART-TIME STUDENT
   C.__ NO, AND I HAVE NO PLANS TO DO SO.
   D.__ NO, BUT I PLAN TO GET SOME MORE NON-COLLEGE SCHOOLING.

3. WHICH OF THE FOLLOWING KINDS OF SCHOOL DIPLOMA OR CERTIFICATE DO YOU PLAN TO OBTAIN? (MARK AS MANY AS APPLY.)

   A.__ NO FURTHER SCHOOLING IS PLANNED.
   B.__ A COLLEGE DIPLOMA (4 YRS. OR MORE)
   C.__ A JUNIOR COLLEGE DIPLOMA OR DEGREE
   D.__ RN. (REGISTERED NURSING CERTIFICATE)
   E.__ PRACTICAL NURSING CERTIFICATE
   F.__ A BUSINESS OR CERTIFICATE BASED UPON APPRENTICESHIP TRAINING, ON-THE-JOB TRAINING, OR TECHNICAL OR TRADE SCHOOL.
   PLEASE DESCRIBE: _____
   _____
   _____
   G.__ OTHER. PLEASE SPECIFY: _____
   _____
   _____

4. WHAT KIND OF SCHOOL HAVE YOU ATTENDED SINCE LEAVING HIGH SCHOOL? (MARK AS MANY AS APPLY) PLEASE FILL IN NAME AND LOCATION BELOW.

   A.__ NONE
   B.__ A COLLEGE OFFERING A BACHELOR'S DEGREE OR HIGHER.
   C.__ A JUNIOR OR COMMUNITY COLLEGE
   D.__ A TECHNICAL INSTITUTE
   E.__ A SCHOOL OF NURSING (3 YR. PROGRAM)
   F.__ A SCHOOL OF PRACTICAL NURSING.
   G.__ A BUSINESS SCHOOL
   H.__ A TRADE SCHOOL
   I.__ AN ARMED FORCES ENLISTED SCHOOL
   J.__ OTHER.

   NAME AND LOCATION OF PRESENT OR MOST RECENT SCHOOL ATTENDED SINCE LEAVING HIGH SCHOOL.

   SCHOOL _____
   CITY _____ STATE _____

5. ANSWER THIS QUESTION IF YOU HAVE NEVER ATTENDED COLLEGE.

   DID YOU WANT TO GO TO COLLEGE?

   A.__ NO, I WANTED TO EARN MONEY
   B.__ NO, I WANTED TO GET MARRIED
   C.__ NO, I WANTED TO GO INTO THE MILITARY SERVICE AT ONCE.
   D.__ NO, I WAS INTERESTED IN GOING TO SOME OTHER KIND OF SCHOOL.
   E.__ NO, FOR SOME OTHER REASON THAN ABOVE. PLEASE SPECIFY: _____
   _____
   F.__ YES, BUT I COULDN'T AFFORD IT.
   G.__ YES, BUT I COULDN'T BECAUSE OF A FAMILY EMERGENCY.
   H.__ YES, BUT I COULDN'T BECAUSE I WAS MARRIED.
   I.__ YES, BUT I WASN'T QUALIFIED BECAUSE I HADN'T TAKEN COLLEGE PREPARATORY COURSES REQUIRED FOR ADMISSION.
   J.__ YES, BUT I DIDN'T APPLY BECAUSE MY GRADES WEREN'T HIGH ENOUGH.
   K.__ YES, BUT I DIDN'T GO FOR SOME OTHER REASON. PLEASE SPECIFY: _____
   _____

PART II
WORK EXPERIENCE

6. HOW MANY DIFFERENT FULL-TIME JOBS (35 HRS. PER WEEK) HAVE YOU HAD SINCE YOU LEFT HIGH SCHOOL? (INCLUDE SUMMER JOBS OR OTHER TEMPORARY JOBS YOU HAD AFTER LEAVING HIGH SCHOOL, IF THEY WERE FULL TIME.)

A.__ NONE
B.__ ONE
C.__ TWO
D.__ THREE OR MORE

IF YOUR ANSWER TO THE ABOVE QUESTION WAS "NONE", PLEASE SKIP TO QUESTION 11. OTHERWISE ANSWER QUESTIONS 7-10.

7. HOW LONG DID IT TAKE YOU TO FIND THE FIRST FULL-TIME JOB YOU HAD SINCE HIGH SCHOOL?

A.__ I FOUND IT BEFORE I LEFT HIGH SCHOOL
B.__ LESS THAN A WEEK
C.__ 1 TO 2 WEEKS
D.__ 2 TO 4 WEEKS
E.__ 1 TO 2 MONTHS
F.__ 2 TO 4 MONTHS
G.__ 4 TO 6 MONTHS
H.__ LONGER THAN 6 MONTHS

8. HOW DID YOU GET YOUR FIRST FULL-TIME JOB?

A.__ THROUGH A FRIEND OR RELATIVE
B.__ THROUGH MY HIGH SCHOOL
C.__ THROUGH ANOTHER SCHOOL
D.__ THROUGH A UNION OR BARGAINING GROUP
E.__ THROUGH THE U.S. EMPLOYMENT SERVICE
F.__ THROUGH ANOTHER PUBLIC EMPLOYMENT AGE CY
G.__ THROUGH A PRIVATE EMPLOYMENT AGENCY
H.__ BY ANSWERING AN ADVERTISEMENT
I.__ BY APPLYING DIRECTLY TO A PERSON OR COMPANY THAT MIGHT BE HIRING.
J.__ OTHER. PLEASE SPECIFY:_____

_____

9. WHAT WAS YOUR JOB CALLED?

_____

_____

10. WHAT DID YOU DO ON THIS JOB? PLEASE BE SPECIFIC: _____

_____

11. DID YOU HAVE A PAID JOB IN FEB., 1967?

A.__ YES, A FULL-TIME JOB (35 HRS. PER WEEK OR MORE)
B.__ YES, PART-TIME WORK (LESS THAN 35 HRS. PER WEEK)
C.__ NO, BUT I WAS LOOKING FOR A FULL-TIME JOB.
D.__ NO, BUT I WAS LOOKING FOR A PART-TIME JOB. (I DID NOT WANT A FULL-TIME JOB.)
E.__ NO, I WAS GOING TO SCHOOL, AND DID NOT WANT A JOB.
F.__ NO, I AM A HOUSEWIFE, AND WAS NOT LOOKING FOR ANY OUTSIDE WORK.
G.__ NO, I WAS NOT LOOKING FOR A JOB FOR REASONS OTHER THAN THOSE LISTED ABOVE.

ANSWER QUESTIONS 12-14 ONLY IF YOU HAD A FULL-TIME JOB IN FEB., 1967. OTHERWISE SKIP TO QUESTION 15.

12. WHAT IS (OR WAS) THE JOB CALLED?

_____

13. TELL WHAT YOU DO (OR DID) ON THIS JOB. PLEASE BE SPECIFIC.__ _____

_____

14. HOW LONG DO YOU PLAN TO STAY IN THE SAME TYPE OF WORK?

A.__ I PLAN TO MAKE IT MY CAREER
B.__ AT PRESENT I HAVE NO PLANS TO CHANGE
C.__ PROBABLY A FEW YEARS.
D.__ I PLAN TO CHANGE SOON.

15. WHAT OCCUPATION DO YOU EXPECT TO MAKE YOUR CAREER? BE SPECIFIC.

_____ _____

_____

15A. OF WHICH OF THE FOLLOWING ARE YOU NOW A MEMBER?

A.__ AIR FORCE RESERVE
B.__ ARMY RESERVE
C.__ NAVAL RESERVE
D.__ MARINE CORPS RESERVE
E.__ COAST GUARD RESERVE
F.__ AIR NATIONAL GUARD
G.__ AIR ROTC
H.__ ARMY ROTC
I.__ NAVAL ROTC
J.__ NONE OF THE ABOVE

15B. ARE YOU NOW ON ACTIVE DUTY IN THE MILITARY SERVICE?

A.__ YES, AIR FORCE
B.__ YES, ARMY
C.__ YES, NAVY
D.__ YES, MARINE CORPS
E.__ YES, COAST GUARD
F.__ NO, BUT I HAVE BEEN ON ACTIVE DUTY
G.__ NO, BUT I EXPECT TO ENLIST VOLUNTARI
H.__ NO, AND I DO NOT EXPECT TO BE.

PART III
GENERAL QUESTIONS

16. WHAT DO YOU WISH YOU HAD DONE DIFFERENTLY IN HIGH SCHOOL?

A.__ I WISH I HAD STUDIED MORE
B.__ I WISH I HAD TAKEN MORE COLLEGE PREPARATORY COURSES.
C.__ I WISH I HAD TAKEN MORE VOCATIONAL WORK
D.__ I WISH I HAD MORE SOCIAL LIFE
E.__ OTHER. PLEASE SPECIFY. _____

_____

17. WHAT GUIDANCE SERVICES WERE OF BENEFIT TO YOU? MARK AS MANY AS APPLY.

A.__ CAREER DAY (NIGHT) PROGRAMS
B.__ COLLEGE DAY (NIGHT) PROGRAMS
C.__ COLLEGE CAMPUS VISITATION
D.__ ORIENTATION DAY ACTIVITIES
E.__ FIELD TRIPS TO INDUSTRY OR OCCUPATIONS
F.__ INDIVIDUAL INTERVIEWS WITH SCHOOL COUNSELOR.
G.__ MEETING WITH THE COUNSELOR AS A MEMBER OF SMALL (6 OR FEWER) GROUPS.

18. WHAT OPINION DO YOU HAVE OF THE STANDARDIZED TESTS YOU TOOK IN SCHOOL? MARK AS MANY AS APPLY.

A.__ THE TESTS WERE OF NO APPARENT VALUE TO ME.
B.__ A GOOD WAY TO BREAK UP THE SCHOOL ROUTINE.
C.__ THE EXPERIENCE HELPED ME TAKE OTHER TESTS.
D.__ THE TESTS HELPED ME LEARN MORE ABOUT MYSELF
E.__ OTHER. PLEASE SPECIFY. _____

_____

19. IN REGARD TO YOUR JOB OR CAREER, WHICH ONE OF THE FOLLOWING SCHOOL SUBJECTS HAS BEEN OF MOST BENEFIT TO YOU? PLEASE MARK ONLY ONE.

MOST IMPORTANT (PLEASE MARK ONLY ONE)

A.__ AGRICULTURE
B.__ BUSINESS
C.__ ENGLISH (ALSO INCLUDES SPEECH AND JOURNALISM)
D.__ FINE ARTS (ART, DRAMA)
E.__ FOREIGN LANGUAGE
F.__ HOME ECONOMICS
G.__ INDUSTRIAL ARTS
H.__ MATHEMATICS
I.__ MUSIC
J.__ PHYSICAL EDUCATION
K.__ SCIENCE
L.__ SOCIAL STUDIES (INCLUDES PSYCHOLOGY AND GEOGRAPHY.)
M.__ OTHER. PLEASE SPECIFY:_____

_____

20. IN REGARD TO YOUR JOB OR CAREER, WHICH ONE OF TH FOLLOWING SCHOOL SUBJECTS HAS BEEN OF NEXT MOST BENEFIT TO YOU? PLEASE MARK ONLY ONE.

A.__ AGRICULTURE
B.__ BUSINESS
C.__ ENGLISH (ALSO INCLUDES SPEECH AND JOURNALISM.)
D.__ FINE ARTS (ART, DRAMA)
E.__ FOREIGN LANGUAGE
F.__ HOME ECONOMICS
G.__ INDUSTRIAL ARTS
H.__ MATHEMATICS
I.__ MUSIC
J.__ PHYSICAL EDUCATION
K.__ SCIENCE
L.__ SOCIAL STUDIES (ALSO INCLUDES PSYCHOLOGY AND GEOGRAPHY)
M.__ OTHER. PLEASE SPECIFY:_____

_____

21. IN REGARD TO YOUR SCHOOLING AFTER GRADUATION FRO HIGH SCHOOL, WHICH ONE OF THE FOLLOWING SUBJECT HAS BEEN OF MOST BENEFIT TO YOU? PLEASE MARK ONLY ONE.

MOST IMPORTANT (PLEASE MARK ONLY ONE)

A.__ AGRICULTURE
B.__ BUSINESS
C.__ ENGLISH (ALSO INCLUDES SPEECH AND JOURNALISM.)
D.__ FINE ARTS (ART, DRAMA)
E.__ FOREIGN LANGUAGE
F.__ HOME ECONOMICS
G.__ INDUSTRIAL ARTS
H.__ MATHEMATICS
I.__ MUSIC
J.__ PHYSICAL EDUCATION
K.__ SCIENCE
L.__ SOCIAL STUDIES (ALSO INCLUDES PSYCHOLOGY AND GEOGRAPHY)
M.__ OTHER. PLEASE SPECIFY: _____

_____

22. IN REGARD TO YOUR SCHOOLING AFTER GRADUATION FROM HIGH SCHOOL, WHICH ONE OF THE FOLLOWING SCHOOL SUBJECTS HAS BEEN OF NEXT MOST BENEFIT TO YOU? PLEASE MARK ONLY ONE.

NEXT MOST IMPORTANT (PLEASE MARK ONLY ONE)

A.__ AGRICULTURE
B.__ BUSINESS
C.__ ENGLISH (ALSO INCLUDES SPEECH AND JOURNALISM)
D.__ FINE ARTS (ART DRAMA)
E.__ FOREIGN LANGUAGE
F.__ HOME ECONOMICS
G.__ INDUSTRIAL ARTS
H.__ MATHEMATICS
I.__ MUSIC
J.__ PHYSICAL EDUCATION
K.__ SCIENCE
L.__ SOCIAL SCIENCE (ALSO INCLUDES PSYCHOLOGY AND GEOGRAPHY)
M.__ OTHER. PLEASE SPECIFY:_____

_____

23. WHICH OF THE FOLLOWING EXPERIENCES DO YOU WISH HAD BEEN AVAILABLE TO YOU I HIGH SCHOOL?

MARK AS MANY AS APPLY.

A.__ CLUB MEMBERSHIP
B.__ INSTRUCTION IN HOW TO STUDY FOR EACH SUBJECT
C.__ PARTICIPATION IN JOINT SCHOOL-COMMUNITY ACTIVITIES.
D.__ PART-TIME EMPLOYMENT
E.__ PERSONAL HELP IN PLANNING FOR COLLEGE
F.__ PERSONAL HELP IN PLANNING HIGH SCHOOL
G.__ PERSONAL HELP IN MAKING JOB CHOICES.
H.__ INSTRUCTION IN HOW TO USE THE LIBRARY.
I.__ PARTICIPATION IN WORK-STUDY PROGRAM ($\frac{1}{2}$TIME IN SCHOOL, $\frac{1}{2}$ TIME ON JOB.)
J.__ OTHER. PLEASE BE SPECIFIC._____

_____

PART IV
COLLEGE

PLEASE ANSWER THE QUESTIONS IN THIS SECTION IF YOU HAVE ATTENDED OR ARE ATTENDING A COLLEGE.

24. FILL IN THE NAME AND LOCATION OF THE COLLEGE OR UNIVERSITY YOU ARE ATTENDING OR THE LAST ONE YOU ATTENDED.

NAME _____
CITY_____ STATE_____

25. APPROXIMATELY HOW FAR IS THE COLLEGE FROM YOUR HOME TOWN? _____ MILES

26. AS OF JUNE 1967 HOW MANY COLLEGE CREDITS DID YOU HAVE. (INDICATE ON ONE OF THE TWO LINES BELOW.)

A._____SEMESTER-HOUR CREDITS
B._____QUARTER-HOUR CREDITS

27. WHICH ONE OF THE FOLLOWING AREAS IS YOUR COLLEGE MAJOR? MARK ONE EVEN IF YOU HAVEN'T MADE UP YOUR MIND DEFINITELY.

PLEASE MARK ONLY ONE.

A.__ MATHEMATICS
B.__ PHYSICAL SCIENCES
C.__ BIOLOGICAL SCIENCES
D.__ SOCIAL SCIENCES
E.__ ENGLISH AND LITERATURE
F.__ FOREIGN LANGUAGE
G.__ ART
H.__ MUSIC
I.__ PSYCHOLOGY
J.__ PHILOSOPHY
K.__ RELIGION
L.__ ELEMENTARY EDUCATION
M.__ ENGINEERING
N.__ BUSINESS AND COMMERCE
O.__ AGRICULTURE AND FORESTRY
P.__ HOME ECONOMICS
Q.__ SOME OTHER. PLEASE SPECIFY. _____

_____

28. WHICH OF THE FOLLOWING DEGREES HAVE YOU EARNED OR PLAN TO EARN? MARK AS MANY AS APPLY.

A.__ NONE
B.__ A.A.
C.__ B.A. OR B.S.
D.__ M.A. OR M.S.
E.__ PH.D. OR ED. D.
F.__ L.L.B.
G.__ M.D.
H.__ D.D.S.
I.__ OTHER. SPECIFY:_____

29. HAVE YOU MET OR PLAN TO MEET THE REQUIREMENTS OF A TEACHING CERTIFICATE?

A.__ YES
B.__ NO.

30. WHAT IS THE MAIN REASON YOU WENT TO COLLEGE?

A.__ COLLEGE GRADUATES MAKE MORE MONEY
B.__ THE CAREER I WANT TO GO INTO REQUIRES A COLLEGE EDUCATION.
C.__ TO MAKE GOOD PERSONAL CONTACTS FOR BUSINESS OR AN OCCUPATION
D.__ BECAUSE MOST OF MY FRIENDS DO.
E.__ FOR SOCIAL REASONS
F.__ BECAUSE I ENJOY LEARNING
G.__ TO GET INTO INTERCOLLEGIATE ATHLETICS
H.__ BECAUSE MY PARENTS WANTED ME TO.
I.__ NO SPECIAL REASON.
J.__ OTHER. PLEASE SPECIFY:_____

_____

31. ARE YOU STILL IN COLLEGE?

A.__ YES
B.__ NO

ANSWER QUESTIONS 32 AND 33 ONLY IF YOU DROPPED OUT OF COLLEGE; OTHERWISE, SKIP TO "COMMENTS"

32. WHAT WAS YOUR MAIN REASON FOR DROPPING OUT OF COLLEGE?

A.___ I WAS OFFERED A GOOD JOB.
B.___ I BECAME HOMESICK
C.___ I DIDN'T ENJOY THE SOCIAL LIFE
D.___ I GOT MARRIED.
E.___ COLLEGE WORK WAS BORING
F.___ I HAD TO WORK TOO HARD
G.___ I WAS AFRAID I WAS GOING TO FAIL
H.___ I FAILED
I.___ FINANCIAL DIFFICULTIES
J.___ I BECAME ILL
K.___ FAMILY EMERGENCY
L.___ SOME OTHER REASON. SPECIFY:_____

_____

33. HOW LONG DID YOU ATTEND COLLEGE BEFORE DROPPING OUT?

A.__ LESS THAN ONE YEAR.
B.__ ONE YEAR
C.__ MORE THAN ONE YEAR, LESS THAN TWO
D.__ TWO YEARS
E.__ MORE THAN TWO YEARS, LESS THAN THREE
F.__ THREE YEARS.
G.__ MORE THAN THREE YEARS, LESS THAN FOUR
H.__ OTHER. SPECIFY._____

COMMENTS

YOUR COMMENTS AND SUGGESTIONS IN CONNECTION WITH ANY PART OF THIS QUESTIONNAIRE ARE INVITED. IF THE SPACE BELOW IS NOT SUFFICIENT, AN ADDITIONAL PAGE MAY BE ENCLOSED IF DESIRED.

DIRECTIONS FOR RETURNING THE QUESTIONNAIRE

NOTE: IT REQUIRES NO POSTAGE

PLEASE PLACE IT IN THE STAMPED, SELF-ADDRESSED ENVELOPE ENCLOSED WITH THIS QUESTIONNAIRE AND DROP IN A MAIL BO
THANK YOU FOR YOUR COOPERATION.

A P P E N D I X B.

Participating Schools

Listed below are the participating school districts, high schools, and local study coordinators.

Caldwell County Schools: Caldwell County High School - Mr. Franklin Anderson, Counselor

Central City Independent Schools: Central City High School - Ms. Bernadine Steele, Counselor and Supervisor

Christian County Schools: Christian County High School - Mrs. Marie Young, Counselor

Crittenden County School: Crittenden County High School - Mrs. Mildred Chipps, Counselor

Daviess County Schools: Daviess County High School - Miss Jane Stevenson, Counselor

Dawson Springs Independent Schools: Dawson Springs High School - Ms. Alberto Korb, Counselor

Graves County Schools: Wingo High School - Mr. C. W. Jones, Principal

Greenville Independent Schools: Greenville High School - Mr. John Owens, Superintendent

Henderson County Schools: Henderson County High School - Mr. Herbert Laur, Counselor

Henderson Independent Schools: Henderson High School - Mr. Archie Riehl, Counselor

Hickman County Schools: Hickman County High School - Mr. Voris Clark, Counselor

Hopkins County Schools: South Hopkins High School - Mr. Billy Earl, Counselor

Hopkinsville Independent Schools: Hopkinsville High School - Miss Dorothy Fink, Counselor

APPENDIX B.

Participating Schools (Continued)

Livingston County Schools: Livingston Central High School - Mr. K. T. Hardin, Principal

Logan County Schools: Auburn High School - Ms. Georgia Brodie - Counselor; Olmstead High School - Mr. Richard Price, Principal

Marshall County Schools: North Marshall High School - Ms. Aline Hail, Counselor; South Marshall High School - Mr. Mike Staples, Counselor

McCracken County Schools: Heath High School - Mr. Russell Jones, Counselor; Lone Oak High School - Mrs. Landa Nagel, Counselor; and Reidland High School - Mrs. Thala Jewell, Counselor

McLean County Schools: Calhoun and Livermore High School - Mrs. Sue Nelson, Counselor

Muhlenberg County Schools: Muhlenberg Central High School - Ms. Thelma Hendricks, Counselor

Murray Independent Schools: Murray High School - Ms. Charlotte Barker, Counselor

Murray State University: Murray University High School - Ms. Jo Lovett, Counselor

Owensboro Independent Schools: Owensboro High School - Mr. Tom Ash, Counselor

Paducah Independent Schools: Paducah Tilghman High School - Mr. Charles Mathison, Guidance Director

Russellville Independent Schools: Russellville High School - Mr. Glenn Baldwin, Counselor

Todd County Schools: Todd County High School - Mrs. Lucy Hays, Counselor

Trigg County Schools: Trigg County High School - Mr. Robert Herndon, Counselor

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

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TITLE A PILOT FOLLOW-UP STUDY OF HIGH SCHOOL GRADUATES FOR THE YEARS OF 1961 AND 1965 IN THE TWENTY-THREE COUNTIES OF WEST KENTUCKY HAVING COUNSELORS DURING 1964-1965

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101
102
103

PERSONAL AUTHOR(S)

200 Braden, Billy and others

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IDENTIFIERS

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800 ABSTRACT The Problem. Obtaining specific information about the results of given
801 education programs and supportive services in a predominantly rural, farming econom
802 With the information, Counselors in the schools involved can make more realistic
803 choices of occupational information and guidance activities. The information can
804 also be the foundation for an intelligent approach to curriculum development.

805
806 The Objectives. The purpose of the pilot project was to initiate and implement a
807 research activity that will: (1) obtain information about the persistence of high
808 school graduates in college; (2) obtain information about high school graduates
809 regarding their choice of jobs or occupations; (3) obtain the opinions of high
810 school graduates concerning their high school programs and post-high school trainin
811 and employment; (4) provide school counselors with information about their own
812 graduates that can be used for the improvement of guidance programs; and (5) subjec
813 a questionnaire to testing prior to its use in a continuous program of statewide
814 follow-up studies of Kentucky high school graduates.

815
816 The Results. The questionnaire was sent to each of the 1961 and 1965 graduates fr
817 the participating high schools in eighteen (18) counties of west Kentucky. The eig
818 teen (18) counties included twenty-six (26) participating school districts. The
819 districts consisted of a total of thirty-one (31) participating high schools. In
820 1961, nineteen (19) (or 61.3%) of the participating high schools employed school
821 counselors as compared to 1965 when all thirty-one (31) (or 100%) participating
822 schools employed counselors. The total number of respondents was 3,491.